

Increasing Pediatrician Satisfaction with the Preceptorship Experience through Formal Training and Recertification Incentives

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Background

- The third-year Pediatric clerkship at the John A. Burns School of Medicine (JABSOM) relies heavily on volunteer pediatric faculty preceptors to teach medical students.
- Similarly, other clerkships rely heavily on volunteer faculty to educate students on core curriculum learning objectives.
- There is currently no formal curriculum in place for community preceptors, which may contribute to a lack of foundational skills necessary to provide effective teaching for our medical students.
- In addition, the lack of incentives and benefits to teach medical students make the recruitment and retention of teaching faculty difficult.¹
- Nationally, the absence of formal training on teaching and protected time to teach are barriers to effective teaching of medical students.²

Objective

- Our study attempted to address the gaps that exist in faculty development for our preceptors in regards to their role as teachers.
- In addition, by offering Maintenance of Certification (MOC) Part 4 credit, we are providing a potential “reward” to our participants, which may also have an impact on recruitment and retention of preceptors.

Methods

- Pediatric preceptors were invited to participate in the project by completing 3 requirements: precepting 1 medical student, attending 3 faculty development meetings, and completing 3 teachingphysician.org modules.
- To see how this project impacted the pediatricians’ overall satisfaction of their preceptorship experience, participants completed an anonymous, electronic pre- and post-survey.
- The survey rated participants’ overall satisfaction with being a JABSOM preceptor, and also inquired about their satisfaction with resources provided by JABSOM to prepare them for their preceptor role.
- Participants were also asked about their satisfaction with their career in pediatrics, and how long they planned on volunteering as preceptors.

Methods

Recommend Online Teaching Modules
➤ “Evaluation”
➤ “Feedback”
➤ “Orienting a Learner”
➤ “Precepting Principles”
➤ “Teaching Strategies”

Table 1. Recommended online teaching modules to complete on <https://www.teachingphysician.org>.

Additional Online Teaching Modules Completed
➤ “EHR and Health Informatics”
➤ “Learners in Difficulty”
➤ “Professionalism”
➤ “What to Teach”

Table 2. Additional online teaching modules actually completed on <https://www.teachingphysician.org>.

Faculty Meeting Topics
➤ Clinical Skills Evaluation and Preparation for the USMLE Step 2 CS Exam
➤ Giving Feedback
➤ JABSOM Dashboard
➤ Medical Student Updates (General)
➤ Medical Student Documentation
➤ Mistreatment
➤ Preventing Burnout
➤ Teaching When Time is Tight
➤ Wellness

Table 3. Topics discussed during designated faculty meetings.

Questions for the Pre-/Post-Survey

1. What is your overall satisfaction with being a JABSOM medical student preceptor?*
2. What is your overall satisfaction with your career in pediatrics?*
3. How satisfied are you with the available resources provided by JABSOM to help prepare you to precept medical students?*
4. How long do you plan to serve in your current role as a medical student preceptor for JABSOM?***

Table 4. Questions asked on the electronic pre-survey and post-survey.
 * Ranked on a scale of 1 to 5 (1 being “Very Dissatisfied” and 5 being “Very Satisfied”)
 *** Ranked on a scale of 1 to 3 (1 being “< 3 years”, 2 being “3-5 years”, and 3 being “> 5 years”)

Results

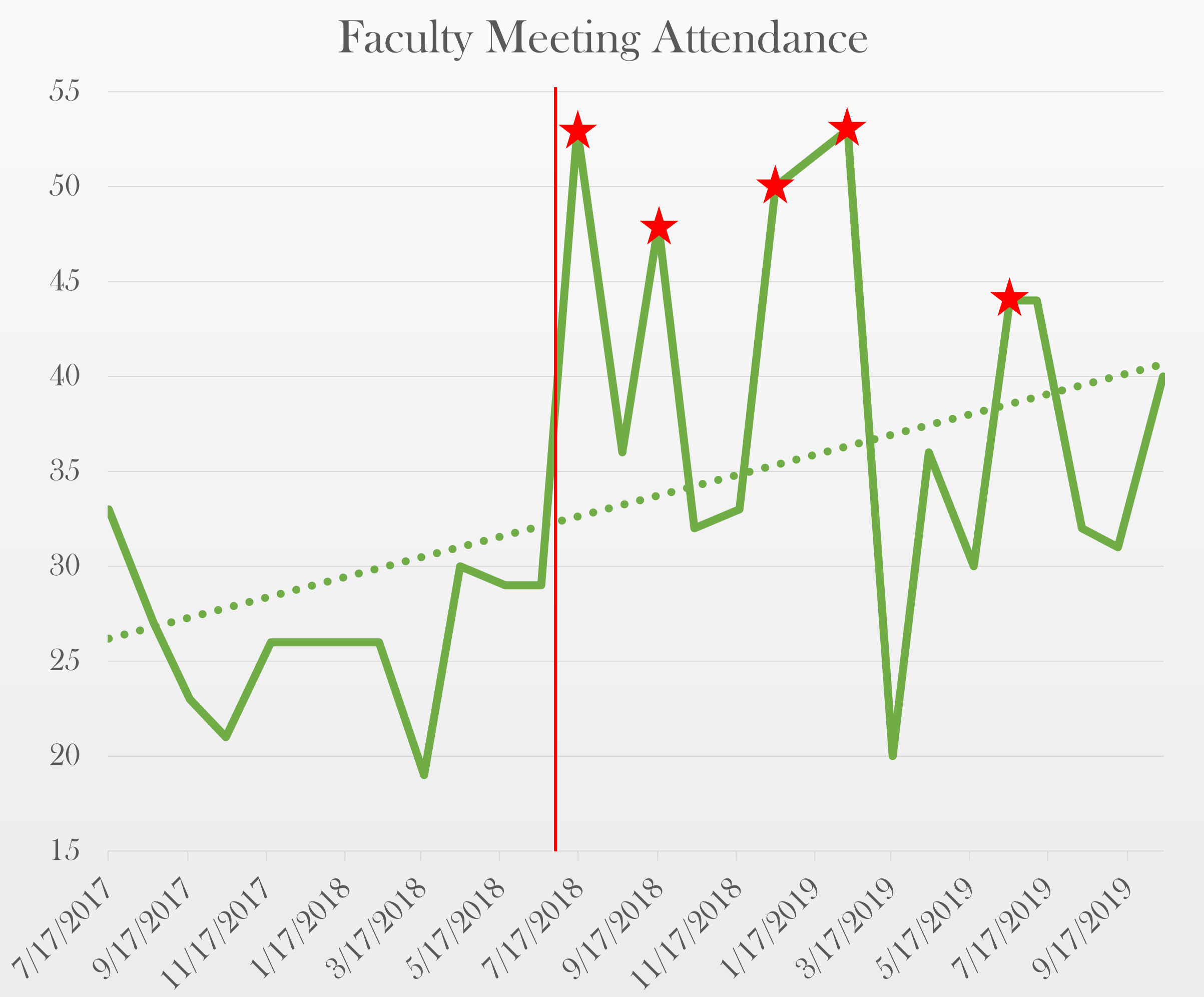


Chart 1. The number of faculty who attended faculty meetings from July 2017 to October 2019. The dotted green lines represents the linear trend. The red line is the start of our project (6/25/18). The red stars are the dates of the MOC4 meetings (7/16/18, 9/17/18, 12/17/19, 2/11/19, and 6/17/19).

Results of Pre-Survey VS Post-Survey

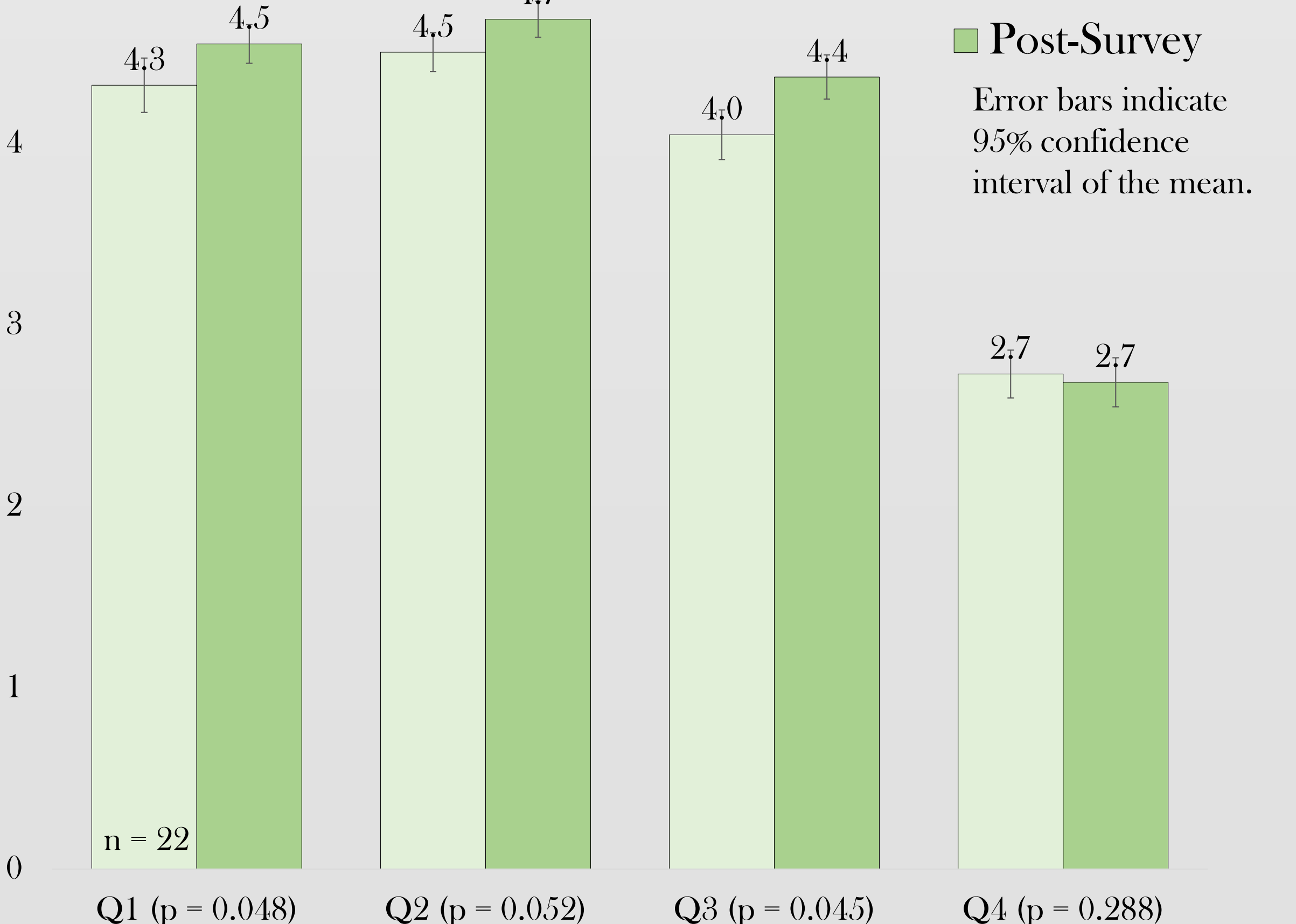


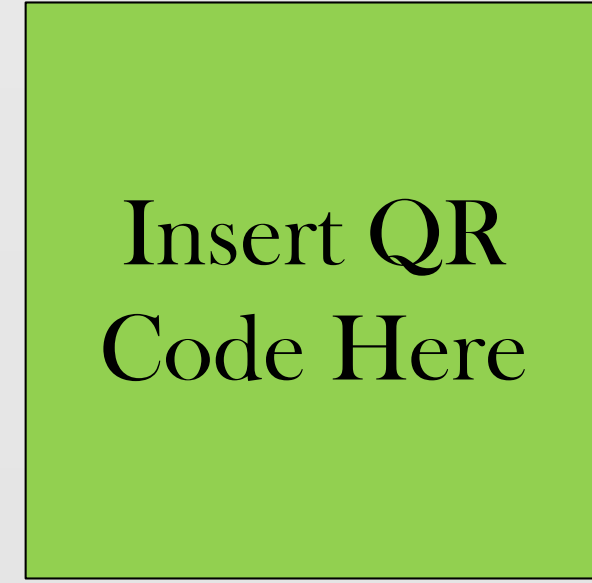
Chart 2. Results of the Pre-Survey and Post-Survey using the questions found in Table 4. Improvement noted between pre and post for questions 1 and 3 (p<0.05). No differences between pre and post for questions 2 and 4.

Results

- Twenty-two pediatricians completed all project requirements, including participation in 3 faculty development meetings, completion of 3 teachingphysician.org CME modules, and answering a pre- and post-survey.
- These individuals were all awarded 25 MOC Part 4 credits for successful completion of the project’s requirements.
- Analyzing the survey data from these 22 participants, we saw a significant increase in their overall satisfaction with being a JABSOM preceptor and JABSOM-provided teaching resources (one-tailed test).
- In addition, since the start of the project in June 2018, we saw an increase of faculty meeting attendance by 87%.

Discussion

- Our study shows that including formal teaching sessions and incentives - such as offering MOC Part 4 credits - can positively impact volunteer faculty perceptions of their role as preceptors, presenting a unique method to stimulate preceptor engagement.



References

1. Beck Dallaghan GL, et al. Recruiting and Retaining Community-Based Preceptors: A Multicenter Qualitative Action Study of Pediatric Preceptors. *Academic Medicine* 2017; 92(8): 1168-1174.
2. DaRosa DA, et al. Barriers to Effective Teaching. *Academic Medicine* 2011; 86(4): 453-459.

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Disclosure

There are no conflicts of interest to disclose.